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ABSTRACT

Suggesting implications for career education program development and revision, this document is one in a series of five publications reporting results of a career development needs study of four different age levels. In this document, the assessment of career development needs of adults (ages 26-35) is presented in three major sections. Section 1 presents an overview of the National Assessment of Career and Occupational Development (COD), explaining the rationale, objectives, exercises, assessment samples, subpopulation data, and possible uses of the career development needs series. Section 2 presents the collected data on career development needs of adults. The results are summarized and program implications are suggested under three broad objectives: prepare for making career decisions; improve career and occupational capabilities; and possess skills that are generally useful in the world of work. Also organized by these three objectives, section 3 provides a more detailed description of the COD assessment data, including statistical tables. (BM)

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CAREER DEVELOPMENT NEEDS OF ADULTS:

HOW TO IMPROVE CAREER DEVELOPMENT PROGRAMS

Prepared for the
National Advisory Council for Career Education

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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By

Bert W. Westbrook
North Carolina State University

NVGA-AMEG Commission on National Assessment's
Career and Occupational Development

CE 013 416

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National Advisory Council for Career Education, August 1977

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PREFACE

A considerable portion of each agenda of the National Advisory Council for Career Education is devoted to assessing the various means by which the identifiable knowledge gaps in career education can be closed. The result has been the commissioning of two series of papers on a wide variety of topics. Several of the papers from the first series were published in 1976, e.g., those dealing with the emerging history and the efficacy of career education.

A second series of papers were commissioned in 1976, again, on a broad number of career education concerns. The document in your hands is one of those submitted to the Council in either late 1976 and early 1977.

At the April 6, 1977 meeting of the Council, a substantial amount of time was spent discussing these papers. A motion was passed unaminously to reflect the position to which the Council strongly adheres, namely, that it is healthy to have different points of view on career education and that the promotion of these differing views is a very positive step in the life of career education. We sincerely believe that the dissemination of these papers is, indeed, a very salutary action in the furtherance of the career education debate.

This does not and should not imply that the National Advisory Council for Career Education accepts and endorses all the concepts, ideas, suggestions and recommendations in the papers we are now disseminating. We disagree with opinions expressed in several of these papers. This document, rather, reflects the realization that the Council has identified certain goals and issues and that we wish to make available for reading, and, to be sure, thought-provoking discussion, this set of commissioned papers which directly explore these goals and issues.

Our intent, as we have indicated, has been to close some of the existing knowledge and philosophical gaps in the field. We trust this document will contribute toward that end.

George F. Meyer, Jr.
Chairperson

May 20, 1977

PREFACE

This publication is one of a series which was developed by the NVGA-AMEG Commission on National Assessment's Career and Occupational Development (COD). The Commission was formed in 1974 under the leadership of Frank Womer, who was at that time president of AMEG, because of his belief in the importance of National Assessment's COD results for the design of career development programs. During that year, the joint Commission was formed with Frank Womer as AMEG Chairperson and Thelma Vriend as NVGA Chairperson. In July of 1974, a formal proposal of approval for the Commission's efforts was submitted to APGA and official approval was obtained from the APGA Board of Directors.

From 1974-76, the Commission members, which include Frank Womer, Thelma Vriend, Marjorie Mastie and Ronald Pollack, worked in consultation with others such as Ralph Bohn, Donald Super, and Doris Jeffries to identify writing teams and to coordinate efforts with the National Assessment Project staff. Two writing teams were organized: The Age-Level Team with Juliet Miller (Editor), Roger Aubrey, Anita Mitchell and Bert Westbrook, and the Developmental-Oriented Team with Dave Tiedeman (Editor), Martin Katz, Anna Miller-Tiedeman, and Samuel Osipow.

In June of 1976, the Commission, working cooperatively with APGA, obtained funding from the National Advisory Council for Career Education chaired by Bruce Shertzer. At that time, writing of the publications was initiated. Throughout the project, major support

and assistance have been provided by the National Assessment staff including: Roy Forbes, Director; Gloria Frazier; Don Phillips; Barbara Ward; and Ken Seaman. Also, Charles Lewis and Frank Burtnett of APGA provided encouragement and administrative coordination.

This series of publications, developed through the efforts of the NVGA-AMEG Commission on National Assessment (COD), is the result of recognition by the many individuals involved of the importance of using information about the career and occupational development status of youth and adults as the basis for the design of career development programs. The intent of the publications is to present National Assessment's COD results, and to suggest implications of these results for current practice. The series is designed to stimulate the development and revision of programs based on career development needs as indicated by the assessment data. It provides information which is useful to counselors, counselor educators, teachers, educational decision-makers, and government policy-makers.

Juliet V. Miller
Age Level Editor

Ann Arbor, Michigan
February, 1977

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SECTION I

OVERVIEW OF THE NATIONAL ASSESSMENT CAREER AND OCCUPATIONAL DEVELOPMENT ASSESSMENT

WHAT IS NATIONAL ASSESSMENT?

National Assessment of Educational Progress (NAEP) was initiated in 1964 as a response to the need to look at the outputs as well as the inputs of education. The project goals include collection and reporting of information about specific educational achievements of young people in the United States, detection and reporting of changes in that achievement, and encouragement of states and educational policy makers to apply the new data to the solution of specific problems in education.

NAEP surveys the educational attainments of four age groups: Nines, Thirteens, Seventeens and Adults (ages 26-35). These age groups represent educational milestones attained by most students. Nines have been exposed to the basic program of primary education; Thirteens have finished their elementary school program; and Seventeens are completing the high school program. Seventeens also include a sample of out-of-school youth. Adults represent a group who have completed their formal education and have been away from school for a number of years.

Ten educational areas are assessed in five-year cycles. These areas are: art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies and

writing. Each five-year cycle includes the following steps: development and review of objectives by subject matter specialists and educators, development and field testing of exercises to measure the objectives, administration of exercises to national samples at the four age levels, and data analysis and interpretation.

OVERVIEW OF THE CAREER AND OCCUPATIONAL DEVELOPMENT AREA

Rationale for the "Career Development Needs" Series

The first NAEP Career and Occupational Development (COD) assessment was administered during the 1973-74 school year to a national sample representing the four age levels. This "Career Development Needs" series contains four publications. Each publication provides an overview of the NAEP-COD results for one of the four age levels: Nines, Thirteens, Seventeens, or Adults. This series is intended to provide a summary of the COD results which will help educators gain a better understanding of the current status of a particular age group on specific career and occupational development objectives. In addition, each publication draws implications of the COD results for career development programs suggesting types of learning experiences which might facilitate increased achievement on the specific objectives. The broad goal of each publication is to provide a stimulus for local educators as they assess the needs of their own students and design career development programs to meet these needs. Hopefully, these publications will trigger discussion and program planning by providing a summary of the COD assessment results.

The Objectives

The development of COD objectives and exercises was completed by the American Institutes for Research under contract with NAEP. The COD assessment used exercises to measure the following objectives and sub-objectives:

I. Prepare for making career decisions.
   - A. Know own characteristics relevant to career decisions.
   - B. Know the characteristics and requirements of different careers and occupations.
   - C. Relate own personal characteristics to occupational requirements.
   - D. Plan for career development or change.

II. Improve career and occupational capabilities.

III. Possess skills that are generally useful in the world of work.
   - A. Have generally useful numerical skills.
   - B. Have generally useful communication skills.
   - C. Have generally useful manual-perceptual skills.
   - D. Have generally useful information-processing and decision-making skills.
   - E. Have generally useful interpersonal skills.
   - F. Have employment seeking skills.

IV. Practice effective work habits.
   - A. Assume responsibility for own behavior.
   - B. Plan Work.
   - C. Use initiative and ingenuity to fulfill responsibilities.
   - D. Adapt to varied conditions.
   - E. Maintain good health and grooming.

V. Have positive attitudes toward work.

A. Recognize the bases of various attitudes toward work.

B. Hold competence and excellence in high regard.

C. Seek personal fulfillment through own achievement.

D. Value work in terms of societal goals.

This is the total range of objectives used in the COD assessment. Not all sub-objectives were assessed for each age level. Each publication in this series describes the specific sub-objectives assessed at that age level.

The Exercises

The exercises were extensively reviewed and tested prior to the actual assessment, and were developed in consultation with educators, career development specialists and lay persons. The exercises are a unique aspect of NAEP since, in addition to multiple choice items, NAEP uses other exercise formats such as open-ended questions and individual performance items.

In any NAEP assessment, 40-60% of the exercises are released to the public while one-half remain unreleased so that they can be used again in future assessments. This series reports only the results for the released COD exercises. Therefore, each publication describes the actual exercises, and those individuals who are interested in using the exercises locally can obtain copies of the exercises complete with scoring instructions by ordering the Career and Occupational Development Technical Report: Exercise Volume (see p. 12).

It is important to note that the exercises are, in most cases, administered to more than one of the four age groups thus allowing

cross-age comparisons. While the four publications in the "Career Development Needs Series" do not make comparisons across age levels, the NVGA-AMEG publication by Tiedeman, Katz, Miller-Tiedeman, and Osipow (see p. 11) is focused specifically on this type of comparison.

The Assessment

NAEP administers exercises to national samples at each age level. Exercises are administered in packages which contain several exercises and which can be administered in a reasonable time period. COD packages were administered to a national sample which was stratified by region of the country, size of the community and socioeconomic level. The administration of the COD assessment was administered by the Research Triangle Institute, Raleigh, North Carolina, and scored by the Measurement Research Center, Iowa City, Iowa. About 100,000 respondents were sampled in the 1973-74 assessment. However, not all respondents took all exercises. For example, more than 35,000 Thirteens participated in the assessment but only 2,200-2,700 Thirteens responded to any one of the exercise packages. The total number of respondents included in each age group was approximately as followed: Nines--28,000; Thirteens--38,000; Seventeens (in school)--34,000; Seventeens (out of school)--1,000; and Adults--2,000.

The Sub-Populations

The COD assessment was administered to a national sample of each of the four age level groups. However, data analysis was completed not only for the total national group at each level but also for several sub-populations. The sub-populations for Adults are:

Sex

Results are presented for males and females. Forty-eight percent of the adults are male and 52% are female.

Race

Results are reported for blacks (11%), whites (86%) and others (3%).

Region

Results are reported for four regions: Northeast (26%), Southeast (22%), Central (26%) and West (26%). The states that are included in each region are shown in Figure 1.

See Figure 1, p.58

Education

Results for Adults are reported for the educational level of the Adults in the sample rather than by parent educational level which was used in the other three age groups. The eight educational categories are: (1) ninth grade or less (10%); (2) some high school (13%); (3) graduated high school, no vocational school (20%); (4) graduated high school, attended vocational school (9%); (5) one year or less of college (13%); (6) two to four years of college (12%); (7) graduated from college (10%); (8) attended graduate school (11%); and (9) unknown (3%).

Family Income

Results for Adults are reported by four levels of family income: (1) under $5,000 per year (8%); (2) $5,000-$10,000 per year (24%); (3) $10,000-$15,000 per year (33%); (4) over $15,000 per year (33%); and (5) unknown (2%).

Size and Type of Community

Community types are identified both by the size and location of the community and by the type of employment of the majority of people in the community. These include: (1) high metro--areas in or around cities with a population greater than 200,000 where a high proportion of the residents are in professional or managerial positions; (2) low metro--areas in or around cities with a population greater than 2,000 where a high proportion of the residents are on welfare or are not regularly employed; (3) extreme rural--areas with a population under 10,000 where most of the residents are farmers or farm workers; (4) urban fringe--communities within the metropolitan area of a city with a population greater than 200,000 outside the city limits and not in the high or low metro group; (5) main big city--communities within the city limits of a city with a population over 200,000 and not included in the high or low metro groups; (6) medium city--city with population between 25,000 and 200,000; and (7) small places--communities with a population of less than 25,000 and not in the extreme rural group.

Occupations

Adults were asked about their work experiences. For the purposes of the assessment, unpaid careers such as homemaking, or community or

religious work were counted as jobs. Using this definition, nearly all Adults were either working at the time of the assessment or had worked in the past. Results for type of work included: (1) housewife (19%); (2) professional (15%); (3) manager, administrator (11%); (4) clerical (9%); (5) craftsman (8%); (6) operative (8%); (7) service (5%); (8) proprietor, owner (3%); (9) sales (3%); (10) technician (3%); (11) laborer (2%); (12) farmer, farm manager (1%); (13) protective service (1%); and (14) not working (11%).

Throughout this "Career Development Needs" series, sub-populations are reported when the results indicate that a sub-population is significantly different from the total national group. This means that while sub-population differences are not comprehensively reported, important differences have been highlighted.

The Data

The NAEP-COD assessment is an objective-referenced assessment. This means that the results are reported in percentages of the total group or specific sub-group which gave acceptable responses for a specific exercise related to a specific career and occupational development objective. No attempt is made to summarize overall COD performance for individuals. The COD results are helpful in providing insights into the current achievement levels of specific groups on each of the measured objectives.

The "Career Development Needs" series reports P-values for various exercises. The P-values are weighted estimates to the total population percentages. Thus, for example, a statement that,

"90% of Nines gave an acceptable response," means that 90% is an estimate of all Nines in the United States who would have given an acceptable response if the total population has been assessed.

Publications in this series also report sub-group differences from the total group. For example, statements such as "Females scored higher than the total group," are made throughout the reports. Throughout the tables, significant differences are indicated with asterisks (*). Standard errors were computed for each P-value. Sub-group differences are considered to be significant if the obtained differences between the sub-group and the total group was at least twice as large as the estimate of the standard error. This means that asterisks indicate that there is a 95% probability that a difference between the total group and the sub-group actually exists. It is important to note, however, that when these sub-group differences are reported, the causes for the differences in achievement levels cannot be ascribed solely to membership in a particular group. Each respondent is a member of many groups. NAEP results do not provide direct evidence of causal relationships.

USES OF THE "CAREER DEVELOPMENT NEEDS" SERIES

At the present time, there is considerable interest on the part of local school districts, adult education programs, and educational associations in developing career development components for career education programs. Crucial to the development of quality programs is an understanding of the current career and occupational development status of students within the educational system. Local

school districts are attempting to develop goals for these career development programs, but these goals are difficult to establish without baseline information. The central program development questions are, "What is the current achievement level of specific student groups on career development objectives?" and "What are the implications of those data for designing career development programs?"

The "Career Development Needs" series is designed for groups of program planners at the local school building level and professional groups interested in career development at the specific age level. You should consider the following guidelines as you use these publications.

1. Select Relevant Objectives--Each publication overviews the results related to each of the five broad COD objectives and sub-objectives within the broad objectives. You probably will find some objectives and/or sub-objectives more relevant to your own program priorities. Review the objectives on pages 3-4 and select those which are most relevant for you. Use this list to guide you as you review the data analysis and implications sections of the publications.
2. Review the Exercises--As the results are presented, each exercise is described. It will be important for you to review the nature of each exercise to determine whether it is measuring an aspect of the objectives which is important for you. This can be done by comparing the exercises to your current curriculum materials and to your existing program objectives.

3. Decide Whether to Collect Local Data--The COD results are for a national group rather than local groups. They are helpful in providing an overview of the current achievement level of the total national group and sub-groups within the total group. By focusing on specific sub-groups such as geographic region or parental educational level, you can identify groups more similar to your own student group than the total national group. However, you will also want to consider the possibility of using the COD exercises with your own students to collect local data. The COD exercises reported in these publications are released and are available in the Career and Occupational Development Technical Report: Exercise Volume (see p. 12).

4. Overview Relevant Results--Once you have selected objectives and/or sub-objectives relevant to your local program, it will be helpful if you overview the results for these objectives in the data analysis section of the publication. This will help you understand percentages (P-values) for the total group and will highlight important sub-group differences.

5. Use the Implications as a Stimulus--The COD results are question raising in the sense that they provide important information about the current achievement level of students on COD objectives. Throughout the implications section, you will find a number of suggestions about types of career development activities which the COD results indicate are needed at the present time. However, these implications are intended to trigger your thinking rather than to be inclusive of all possible program suggestions.

You are encouraged to use the implications as a stimulus to help you develop further ideas for career development program activities.

OTHER COD ASSESSMENT RESOURCES

NVGA-AMEG Series

This publication is one in a series of publications developed by the NVGA-AMEG Commission on National Assessment with support from the National Advisory Council on Career Education and the National Assessment Project. These publications are available from: Publication Sales, American Personnel and Guidance Association, 1607 New Hampshire Avenue, N.W., Washington, D.C. 20009. Publications in this series include:

Miller, J. M., Career Development Needs of Nine-Year Olds: How to Improve for Career Development Programs. Washington, D.C.: National Vocational Guidance Association, 1977.

Aubrey, R. F., Career Development Needs of Thirteen-Year Olds: How to Improve for Career Development Programs. Washington, D.C.: National Vocational Guidance Association, 1977.

Mitchell, A. M., Career Development Needs of Seventeen-Year Olds: How to Improve for Career Development Programs. Washington, D.C.: National Vocational Guidance Association, 1977.

Westbrook, B. W., Career Development Needs of Adults: How to Improve Career Development Programs. Washington, D.C.: National Vocational Guidance Association, 1977.

Tiedeman, D. V., Katz, M. R., Miller-Tiedeman, A., and Osipow, S. The Cross-Sectional Story of Early Career Development as Revealed by the National Assessment of Educational Progress. Washington, D.C.: National Vocational Guidance Association, 1977.

NAEP Series

The NAEP project has also developed several reports related to the COD assessment. These are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Career and Occupational Development Technical Report: Exercise Volume. Career and Occupational Development Report No. 05-COD-20.

For exercises that have been released, this volume provides a copy of the exercise, complete documentation about administration and scoring procedures and national results for each foil and/or scoring category.

The First National Assessment of Career and Occupational Development: An Overview. Career and Occupational Development Report No. 05-COD-00.

Adult Work Skills and Knowledge: Selected Results from the First National Assessment of Career and Occupational Development. Career and Occupational Development Report No. 05-COD-01.

An Assessment of Career Development Basic Work Skills: Selected Results from the First National Assessment of Career and Occupational Development. Career and Occupational Development Report No. 05-COD-02.

Objectives for Career and Occupational Development (1971). National Assessment of Educational Progress.

This volume contains all of the COD objectives which were samples for the 1973 assessment which is described in this publication series.

Revised Objectives for Career and Occupational Development (1977).

This volume contains the COD objectives which will be sampled for the second COD assessment which is targeted for 1978.

SECTION II

CAREER DEVELOPMENT NEEDS OF ADULTS: IMPLICATIONS FOR YOUR PROGRAM

The Adults' COD assessment data provides some insights into Adults' level of achievement on the five broad COD objectives:

I. Prepare for making career decisions.

II. Improve career and occupational capabilities.

III. Possess skills that are generally useful in the world of work.

IV. Practice effective work habits.

V. Have positive attitudes toward work.

This section is intended to provide a structure for you and others who are interested in developing young Adult career development programs to review selected results of the Adults' COD assessment, and to draw implication of these findings for your career development program. As you work with these results, it is important to remember that they are for a national sample of Adults. You may want to complete some local assessment procedures to identify how similar the Adults in your program are to this national sample. See the first section for information about how you can obtain and use the COD exercises.

Throughout this section, COD results are summarized and career development program implications are suggested. The next section provides a summary of selected COD assessment data. You are encouraged to continue the process of drawing implications by discussing these

results in your own career development program planning sessions. The implications stated here are intended as a beginning to stimulate your planning. Only you and other staff members in your program can design the specific career development program activities which are appropriate for your own Adult population.

OBJECTIVE I: PREPARE FOR MAKING CAREER DECISIONS

For Adults, these selected data describe Adults' preferences for activities, experiences with tests, knowledge of occupational information, factors considered in choosing jobs, and sources of job satisfaction.

KNOW OWN CHARACTERISTICS RELEVANT TO CAREER DECISIONS

The assessment results help to provide a clearer understanding of Adults' current interests as reflected by their preferences for activities and exposure to test data for use in career planning.

What Adults Enjoy Doing

Result 1: When Adults are asked to indicate one thing they enjoy doing that they would like to do better, most of them cite activities which they engage in during their nonwork time.

Result 2: The older individuals become, the more they eliminate group games from their recreational repertories.

Result 3: Adults from the NE region chose group sports and school and academic activities more often than Adults from other regions.

Result 4: Adults from the SE region chose musical and artistic activities less frequently than adults from other regions.

Implications: A question should be raised about why Adults report that they enjoy and would like to improve play and leisure activities rather than work activities. Different theories (Suits, 1967) could explain the results. One possible explanation is that many Adults have surplus energy which is not used up in their work. Since the energy must be expended, play is the best avenue to get rid of surplus energy.

Another theory is that play is one of the best ways to prepare for adult life. By playing, observing rules, and having to learn how to adjust to the personalities of other players, the individual is led in the best possible way to get ready for the exigencies and the trials and tribulations of being an adult.

A third explanation is the need for relaxation theory. Man has to have a change of pace; he cannot continue the same activity for too long a period. Although play may be even more physically vigorous than what the individual does for a living, it consists of doing something different. Perhaps equally important is the fact that the individual has a choice in play; he is not doing it for a living.

A fourth theory is catharsis. This theory states that the individual uses play as an outlet for emotional tensions built up by frustration in his/her life situation. Thus, if an individual is thwarted and frustrated, he/she may engage in very vigorous kinds of play, and through displaced aggression make up for the things he/she cannot do in his normal life.

Finally, there is the self-expression theory. This theory suggests that through forms of play the individual can find and identify his/her true self and personality.

These theories might explain the value of play for Adults. Perhaps the Adult plays because he/she has energy that is not utilized in work or in conducting the affairs of the home. It also makes sense that play and recreation represent a definite need for relaxation or a change of pace from the ordinary routine of life. Most therapists would probably believe that play is a catharsis from the frustrations and anxiety of everyday life. It is reasonable to assume that play and recreation help Adults to identify and create further personality patterns for themselves by self-expression.

Sports were divided into two categories: individual and group. Bowling, golf, fishing, and hunting were classified as individual sports because, in these activities, the individual may participate by himself. Keeping score or a record of performance is a personal choice, no human opponent is necessary, and rules may often be ignored or adjusted to the individual's desire. In group games, such as tennis, football, baseball, soccer, basketball, and any contest where a winner is declared, opponents respond to each other's actions, a score or record of performance must be kept in order to establish a winner, and rules must be established and maintained so that the contest is orderly and fair to both opponents. Many individual games become group games because the participants wish to make a contest of the activity. But, to participate in an individual game, one may ignore all the group-game requirements if one wishes to and still enjoy the activity. The opposite is not true for group games: football requires an

opposing force, as do tennis, baseball, etc. Not having an opponent merely means practice for the real event to come.

Adults' Experiences with Tests

Result 5: About two-thirds of the Adults have taken a test to help them decide on the career or job plans.

Result 6: Of the two-thirds of the Adults who have taken a test, about 20% of them have discussed the results with someone.

Result 7: Of the two-thirds of the Adults who have taken a test, only 17% of them have discussed the results with a guidance counselor.

Implications: The results call attention to the failure of most Adults to have had an opportunity to discuss their test results with anyone who could advise them on their plans. What is the explanation for these results? Why did one-third of the Adults say that they have never taken a test to help them decide on a career or job plans? Why did nearly two-thirds of the Adults who have taken tests report that they have never discussed test results with anyone who could advise them on their plans. Why did only 3% report that they had discussed their test results with a teacher? Probably the most significant finding was that nearly two-thirds of the Adults who have taken a test reported that they had never discussed test results with anyone who could advise them on their plans. There is a possibility that the absence of pupil conferences about their test scores is partly due to teachers' and counselors' rather low degree of use of test scores.

Perhaps aptitude tests and interest inventories are not used frequently by teachers and counselors in advising students about their careers. It seems logical to conclude that teacher and counselor use of tests depends to some extent on school use of tests, and furthermore, that increased teacher and counselor sophistication in pupil measurement is likely to lead to greater use of test scores in advising students. Among other issues, these findings raise the question of the extent to which teachers are, and ought to be, involved in counseling and advising students about their test scores. Should teachers provide pupils with information about their aptitudes based on test scores?

Although a majority of Adults have taken aptitude and interest measures, the test iformation is not interpreted to the individual being tested. Most individuals never receive feedback. The process remains essentially an unstructured one with the likelihood of a person's finding out his/her score being dependent upon chance factors, his/her interest and perseverance, and the initiative of teachers, counselors, or other school officials.

The problem of whether or not the individual ought to be given aptitude and intelligence test scores, and, if so, what role instructional and counseling personnel should be expected to play in the counseling process remains unresolved. It does seem clear, however, that policies on this issue need clarification. As testing programs and practices become more visible to Adults, it seems likely that there will be increased interest on their part in finding out about their aptitudes, abilities, and

interests, and in knowing on what information the educational institution is basing its decisions to offer remedial services or to provide mid-life career counseling. From a legal standpoint a strong case can be made for the contention that Adults have a right to information such as aptitude test scores possessed by an educational institution.

Individuals who take the time and trouble to inquire about test scores are more likely to receive guidance that may be instrumental in encouraging them to pursue occupational alternatives not previously viewed as realistic. A great deal of the initiative is left to the individual, a problem which becomes particularly acute in overcrowded and understaffed institutions.

As long as the likelihood of a given individual's receiving information and the manner in which it is presented to him/her are left to chance, we are not in a position either to make sure that harmful effects are avoided or that beneficial effects are uniformly obtained. If we are committed to a standardized testing as a major adjunct to our educational system, we should develop a rational policy with respect to the dissemination of test results. Whether or not the policy that emerges will permit us to realize the potential of tests for helping Adults to acquire a realistic perception of their capabilities depends on continued research efforts in this area and a willingness on the part of all those involved to consider the sociological as well as the measurement implications of these findings.

KNOW THE CHARACTERISTICS AND REQUIREMENTS OF DIFFERENT CAREERS AND OCCUPATIONS

The assessment results help to provide a clearer understanding of Adults' current knowledge of occupational information.

Result 8: Most Adults have a high knowledge of the characteristics and training requirements for a variety of occupations.

Result 9: Adults with a higher educational level have a higher knowledge of occupational information than Adults from lower educational levels.

Result 10: Adults with higher family income have a higher knowledge of occupational information than Adults with lower family incomes.

Result 11: Adults from high metro communities have a higher knowledge of occupational information than Adults from low metro communities.

Result 12: Whites have a higher knowledge of occupational information than blacks.

Implications: The data suggest that Adults who are big-city residents, black, poor, or who have a low level of education are comparatively weak in basic skills and in occupational information. Programming should seek to determine better ways to encourage these sub-groups to learn occupational information. The needs for these skills are great because of the job changing behavior of many Adults. It is important that they need to be aware of the alternatives available to them. The consistently lower results on the occupational information exercises for the less advantaged groups suggest that more emphasis on these skills is needed, and that people at the lower end of the socioeconomic scale need more assistance in evaluating their career and educational needs.

PLAN FOR CAREER DEVELOPMENT OR CHANGE

The COD assessment provided data which helps clarify factors which Adults consider in making occupational choices and factors which influence their job satisfaction.

Things Adults Think About in Choosing a Job

Result 13: When making occupational choices, Adults consider working conditions to be the most important factor followed by personal satisfaction, prestige, qualifications, personal abilities, availability and responsibility.

Implications: According to the trait-factor theory, a person should think about how he/she can match his/her abilities and interests with the world's vocational opportunities. However, the Adults in the National Assessment COD sample most often listed factors such as salary, working hours, and fringe benefits. Although personal satisfaction (including interests, desires, and goals) was ranked second, the results show that qualifications and personal abilities were mentioned less often than prestige, status, and opportunities for advancement. The classification of the responses into categories is a subjective procedure and represents the judgment of the staff members of National Assessment. There is a possibility that another person classifying the same responses might arrive at different results. However, if we can assume that the results are valid, then we can see some discrepancy between the theoretical and actual situation. The results suggest that young adults are more concerned about salary, personal satisfaction, prestige, and

status than they are with qualifications, personal abilities, and challenge of the job.

Sources of Job Satisfaction

Result 14: Housewives, who comprised 19% of the total sample, indicate that their major sources of job satisfaction are sense of accomplishment followed by taking care of family and time spent with family.

Result 15: Adults in other occupations, who comprise 80% of the sample, indicate that their major sources of job satisfaction are ability to do the best they can followed by interpersonal relations, job is worthwhile, pay, and specific job duties.

Implications: How satisfied a worker is with his/her job depends upon many variables. Among these are satisfaction received from the product he/she is helping to make or construct (39%), liking co-workers (22%), pleasure in performing a worthwhile job (18%), and level of salary (10%). The monetary-reward theory is not supported by COD data. Obviously, people work for reasons other than pay. They do not necessarily want to avoid work, for many people work even when they do not need the money. (Nelson Rockefeller and Edward Kennedy certainly do not need to earn more money, but they both work very hard.) Furthermore, many people work at jobs that pay less than they might be able to receive elsewhere--the housewife, for instance, seems to work for no salary at all. There must be other less obvious but still very powerful incentives and motivations for working. Career development programs for Adults might well use structured activities which help Adults analyze their work values and develop an understanding of their own

motivations for work. Such experiences can help Adults specify important aspects of work situations and develop career plans which are based on multiple factors rather than only economic reward considerations.

Although money is an important end, most people do not consider high pay to be the most important consideration in a job. In fact, salary appears no better than fourth among Adults in the COD assessment. The results show that many workers feel that good interpersonal relations are crucial to their satisfaction with their jobs. People can derive a great deal of satisfaction when they work in an organization where their workers are congenial, where they can feel that their bosses care about them as individuals. It is very demoralizing for a person to think that he/she is nothing but a cog in a great impersonal machine and that nobody cares about his/her well-being and emotional life.

OBJECTIVE II: IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

Occupational mobility in adulthood both through promotion and occupational change are influenced by Adults' involvement in educational and training opportunities. The COD assessment looked at the extent to which Adults are participating in continuing education experiences.

Participation in Continuing Education

Result 16: About one half of the Adults assessed have participated in continuing educational experiences such as correspondence courses, on-the-job training or adult education.

Result 17: Of those Adults who have participated in continuing education experiences, about 80% see these experiences as having helped them in their present or past work.

Implications: In view of the rising interest on the part of Adults in continuing education, it is surprising to find that only about half of this population have enrolled in some type of continuing education course. One possible explanation is that the available courses are not directed to the needs and goals of Adults although this is not necessarily confirmed by the data. However, if we can assume that the self-reports of these Adults are accurate, they do have the following implications for adult education programming.

1. Nearly half of the Adults has not engaged in additional formal learning, either because of lack of opportunity, lack of motivation, or possibly because they are not aware of the opportunities available to them. We are coming to a point in time when continuing education over the life span is not only desirable--it is a necessity.

2. Changing career patterns occur in relation to technological change. Along with discarding the notion that one's formal education will last a life time, we should discard the idea that one's occupational skills will last a life time. The trend is to eliminate the less skilled jobs in industry and place a higher premium on education and abstract knowledge. Also, many jobs disappear and workers may be faced with the choice of either undertaking education and training for a new job, or dropping out of the labor force at many points in the work life span.

3. Continuing education can contribute to the adjustment of individuals with multiple careers. Increasingly, multiple careers are being seen in our society in which the individual elects, after a period of employment, to retire from his position and accept a new one. Adult and continuing education could be

helpful in the adjustment of military retirees. Since men and women tend to enter military service early, they become available for second careers at a young age. Perhaps courses and programs could be designed to accommodate such persons in the work force by helping them make the necessary psychological and social adjustment.

4. Changing roles of both men and women should be part of the subject matter of a life-span developmental psychology. Education programs could function to develop objective information about the changing roles of women and to open the issues for discussion.

5. While the thrust of education has been primarily aimed at individuals in the first two decades of their lives, education should become increasingly open to adults at all ages. Thus educational intervention as a means for development throughout the life span is a feasible as well as a necessary undertaking.

6. Community leaders should design programs for life time learning for all individuals. The community should be dedicated to the continuing education of adults and they should continually survey the learning capacity and interests of their constituency to develop innovative programs and educational strategies. Most Adults are in need of life time learning skills which can be provided through university extension programs and public school system adult education courses. Since many individuals received very little training in life time learning skills when they were children and adolescents, they may be highly motivated to engage in life time learning activities.

Human development over the life span can be enhanced through formal and informal educational programs. Apparently our educational institutions are not meeting the needs of Adults since about half of those surveyed by National Assessment reported that they had not taken any courses such as correspondence courses, on-the-job training or adult education courses. The following ideas provide suggestions and implications for educational action.

1. Educational intervention programs should be designed to enhance the development of Adults. A major goal should be to alleviate educational deprivation and to encourage individuals to be motivated for learning throughout their life time (Looft, 1973).

2. Continuing education should focus on the development of affective experience and motivation rather than being concerned exclusively with cognitive skills (Looft, 1973).

3. Life span education can take place in a variety of settings in addition to educational institutions. To reach more people, public buildings such as union halls, recreation centers, and churches can be used. Attempts should be made to reach individuals who are confined to their homes, such as the very young adults, the aged, the handicapped, etc. (Roper, 1971).

4. Communications media, such as television and radio, have great potential for reaching young adults. Since "Sesame Street" has been so successful with the young, a similar program for young adults designed with equal care and insight might enjoy success with young adults (Davis, 1971).

5. The potential of correspondence courses for adults has received too little exploration and should be tried on a larger

scale. Multi-media courses for use by small neighborhood groups in the home could also be developed and might be successful for young adults (Birren, Gribbin, and Woodruff, 1971).

6. Short term training programs for practicing teachers as well as training programs and courses at the undergraduate and graduate level must be developed if life span developmental psychology is to have an impact on the education of adults (Woodruff and Birren, 1973).

7. Courses should be designed around interest groups, not just around age groups (Schaie, 1973).

8. If recycling in education is to become a reality, methods to assess young and middle-aged returning students must be developed. These methods should do more than simply impose the standards for young students on Adults (Labouvie, 1973).

9. Courses should be directed at specific developmental tasks of Adults to help individuals who are undertaking these tasks to cope with the tasks more successfully (Smoller, 1971). Such courses should involve affective and motivational aspects of developmental tasks as well as providing information useful in undertaking the task. Examples of topics for such a course are: career selection, marriage, child bearing, child rearing, retirement.

The results of National Assessment suggest that about half of our Adult population are not participating in our educational programs and institutions. For many reasons our educational institutions of the future will be serving the needs of a much wider span of ages than has been true in the past. There are important contributions to education to be made by life span

development psychologists if they wish to meet the challenge of influencing the development of Adults rather than just describing their behavior.

OBJECTIVE III: POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

A major focus of the first COD assessment was on the extent to which Adults possess specific skills that are generally useful in the world of work. In Adults, the results of these exercises are particularly interesting since they reflect Adults' current level of skills in areas which were learned primarily during their formal educational experiences. Therefore, the results indicate overall and sub-group achievement on skills for which Adults have had little or no recent formal learning experiences.

For the purpose of helping to draw implications from these exercises, they have been grouped into two broad clusters. The first cluster includes numerical, communication and manual-perceptual skills which relate more directly to existing school curriculum areas. The second cluster relates to employment-seeking skills.

NUMERICAL, COMMUNICATION, AND MANUAL-PERCEPTUAL SKILLS

Result 18: Most Adults are able to successfully complete the communication skills exercise assessing skill in filling out a mail order form and the manual-perceptual skills exercise assessing skill in reading a measuring instrument.

Result 19: Only about two-thirds of the Adults are able to successfully complete the numerical skills exercise assessing skill in computing finance charges.

Result 20: There are marked differences among sub-groups for all of these basic skills exercises. Whites, high income, high education and high metro community Adults score higher than the total group while blacks, low income, low education and low metro community Adults score lower than the total group.

Implications: Adults in the COD sample had been out of the formal educational system for a number of years. It is, therefore, interesting to note their achievement on basic skills. As a total group, Adults performed quite well on some of the less complex basic skills exercises but had considerably more difficulty with more complex exercises such as computing a finance charge. Perhaps the most startling result was the tendency for the differences among sub-groups to be accentuated in the Adult population.

If we can assume that the skills measured by these items are essential to successful functioning in our society, then there are many Adults who are likely to be handicapped by their deficiencies in basic skills. Obviously, there is a need for education programs to lessen the inequalities in skills and knowledge that exist. There is a possibility that existing programs are not reaching the people who need them the most, such as those with less than ten years of education, an income of less than $5,000, those living in low metropolitan areas, and blacks. There is a need for policies which are designed to diminish inequalities in our society. Unless action is taken, the gap between the advantaged and the disadvantaged may widen.

Employment Seeking Skills

Result 21: Few Adults are able to write a job application letter which contains all of the important elements. While many included such components as description of qualifications and direct application for the job, few include information about who to be contacted, ask for an interview, or give references.

Implications: The respondents were asked to write a letter applying for a hypothetical job. Would the results be the same if adults were applying for a real job that they really wanted? Would three out of four applicants fail to include a return address? Would half of the applicants fail to provide any way of contacting them? Would three out of four fail to ask for an interview? Apparently, many Adults have not developed skill in writing letters of application. Since only well-written letters of application get attention and result in personal interviews, the need for practice in writing letters of application seems apparent.

There is currently much discussion about the need for Adults to develop skills which will enable them to cope with career changes throughout their life span. In light of this, it is distressing to note that most Adults lack the employment seeking skills which will be so vital to them in the future. Programming for Adults should address this problem by designing learning experiences to help Adults develop these much needed skills.

SUMMARY

This section has provided a summary of selected results from the COD assessment which can help you better understand the current status

of Adults in selected career development areas. These results represent baseline data about areas of strengths and weaknesses. In addition, implications have been suggested. These implications statements are intended to highlight problems and to stimulate your thinking about possible career development program activities which will respond to the career development needs of Adults as identified by the assessment. These COD data provide a unique opportunity for you and others on your staff to design programs based on measured needs. As was suggested at the beginning of this section, you may well want to verify the extent to which these COD data from a national sample reflect your own Adult population by administering the COD exercises to Adults in your program. The next section provides a description of the released COD exercises and the assessment data from these exercises arranged by COD objectives.

SECTION III

SUMMARY OF SELECTED COD ASSESSMENT DATA FOR ADULTS

This section provides a fuller description of some of the COD assessment data. Data from selected released exercises are presented organized by broad COD objective. This section provides the following information to help you better understand these assessment data: (1) the sub-objectives which were assessed, (2) the nature of the exercises which were used, (3) the results for Adults on these selected exercises, and (4) some of the sub-group differences. Those who are interested in thoroughly understanding the COD assessment will want to review this section carefully. Those who are more interested in the implications of these selected COD assessment results for design career development program may want to simply scan this section to gain a feel for the nature of the exercises and the response patterns. The previous section "Career Development Needs of Adults: Implications for Your Program," has summarized these COD data by giving the results and suggesting implications of these results for career development programs.

OBJECTIVE I: PREPARE FOR MAKING CAREER DECISIONS

The first broad COD objective assessed was, "Prepare for making career decisions." This objective had four sub-objectives:

A. Know own characteristics relevant to career decisions.

B. Know the characteristics and requirements of different careers and occupations.

C. Relate own personal characteristics to occupational requirements.

D. Plan for career development or change.

This section presents data from two of the exercises for sub-objective A, one of the exercises for sub-objective B, and two exercises for sub-objective D.

KNOW OWN CHARACTERISTICS RELEVANT TO CAREER DECISIONS

Self awareness is a major emphasis in most career development programs. An understanding of self characteristics such as abilities, achievements, interests and values is seen as central to the career development process.

What Adults Enjoy Doing

In one exercise (101005) Adults were asked the following question:

> What is the ONE thing you enjoy doing that you would like to be able to do better?

The responses to this question were classified into the categories shown in Table 1.

See Table 1, p.47

Sports was most often cited as the one thing that Adults enjoy doing and would like to be able to do better. Twenty-nine percent of the Adults listed something that was classified as an individual sport and 8% listed something that was classified as a group sport. Perhaps the most significant result is that, when Adults were asked to indicate

one thing they enjoy doing that they would like to do better, most of them cited activities which they engage in during their nonwork time. The activities listed are things they don't have to do such as sports, musical, and artistic activities, hobbies, crafts, etc.

Programming for Adults should take into account the following sub-group differences.

1. Region of the country. Adults in the NE chose group sports more often than Adults in other regions. Adults in the SE chose musical and artistic activities less frequently than Adults in other regions. Adults in the NE chose school and academic activities more often than Adults in other regions.

2. Sex. Compared to females, twice as many males mentioned an individual or group sport. Females chose musical/artistic activities and household skills more often than males.

3. Race. Compared to blacks, twice as many whites chose activities classified as individual sports. A significantly smaller percentage of whites cited school or academic areas as something they enjoy doing and would like to be able to do better.

Adults' Experiences With Tests

In exercise 101016, Adults were asked the following questions: There are tests to help you decide on your career or job plans. These tests help you to find out such things as what you like to do best, what jobs you would rather have, or if you have mechanical, clerical or other abilities. Did you ever take such a test?

Did you discuss the test results with anyone who could advise you on your plans?

What job or position did this person have?

Table 2 shows the percent of Adults who responded in the various categories of this exercise. Over one-third of Adults reported that they have never taken a test. Twenty percent reported that,

See Table 2, p.48

although they have taken a test, the results were never discussed with them. Only 17% reported that they had taken a test and discussed the results with their school counselor. An additional 15% reported that they had discussed test results with someone other than a guidance counselor such as a general counselor (7%), a military counselor (4%), a teacher (3%), or a psychologist (1%).

KNOW THE CHARACTERISTICS AND REQUIREMENTS OF DIFFERENT CAREERS AND OCCUPATIONS

Occupational information is essential to the individual who is attempting to make rational job choices. Two exercises from this sub-objective have been selected for presentation.

A first exercise (102013) asked specific questions about a number of occupations. For example:

Which one of the following jobs require heavy lifting, crawling and bending?

Automobile repairman
Salesman
Barber
Railroad engineer
I don't know

Table 3 presents the results for this exercise. Most Adults

See Table 3, p.49

were able to respond correctly to this type of item. Sub-group differences were as follows:

1. Adults with a higher educational level scored higher than Adults with a lower educational level.
2. Adults with higher family income scored higher than Adults with lower family income.
3. Adults from high metro communities scored higher than Adults from low metro communities.
4. Whites scored higher than blacks.

A second exercise (102023) asked specific questions about the training required for occupations. For example:

Which one of the following jobs usually requires the LONGEST period of training:

Registered nurse

Practical nurse

Hospital orderly

X-ray technician

I don't know

Table 4 presents the results for this exercise. About 85% of the Adults were able to respond correctly to this type of item.

See Table 4, p.50

Sub-group differences were as follows:

1. Adults with a higher educational level scored higher than Adults with a lower educational level.
2. Adults with higher family income scored higher than Adults with lower family income.
3. Adults from high metro communities scored higher than Adults from low metro communities.
4. Whites scored higher than blacks.

PLAN FOR CAREER DEVELOPMENT OR CHANGE

Sub-objective D of the broad objective, "Prepare for making career decisions," focused on skills needed for career development or change. For Adults, one exercise assessed factors which Adults would consider in making an occupational choice and another exercise assessed factors which influence job satisfaction.

Things Adults Think About in Choosing a Job

Adults were asked to list ten different things that a person should think about in choosing a career (exercise 104009).

See Table 5, p. 51

The results of this exercise are shown in Table 5. As the table indicates, the response category of working conditions was selected most often followed by personal satisfaction, prestige, qualifications, personal abilities, availability, and responsibility.

Sources of Job Satisfaction

Another exercise (104016) asked Adults to list two things that gave them a sense of satisfaction about their jobs. Table 6 reports

See Table 6, p.52

the percentages of Adults both housewives and those in other occupations which responded to the various response categories. Housewives (19% of the sample) reported the highest percentages for sense of accomplishment as a source of job satisfaction followed by take care of family and time spent with family. Adults in other occupations (80% of the sample) stated ability to do the best you can as the major source of job satisfaction followed by interpersonal relations, job is worthwhile, pay, and specific job duties.

OBJECTIVE II: IMPROVE CAREER AND OCCUPATIONAL CAPABILITIES

The second broad COD objectives assessed was, "Improve career and occupational capabilities." This objective focused on the extent to which Adults have engaged in activities which will widen their occupationally relevant knowledge and skills. An exercise of major interest focused on Adults' experiences with continuing education.

Participation in Continuing Education

An exercise (200012) asked Adults the following two questions related to their continuing education experiences:

Have you ever taken any courses such as correspondence courses, on-the-job training or adult education courses? Did one of these courses help you in your present or past work in any way?

Table 7 shows the results for these two parts of the exercise.

See Table 7, p.53

About half of the Adults (55%) have taken courses such as correspondence courses, on-the-job training or adult education courses. Of those who have had continuing education experiences, 80% (43% of the total group) reported that the courses had helped them in their work in some way.

OBJECTIVE III: POSSESS SKILLS THAT ARE GENERALLY USEFUL IN THE WORLD OF WORK

The third broad COD objective assessed was, "Possess skills that are generally useful in the world of work." One interesting cluster of exercises related to this objective centered on more traditional academic skills to which Adults might have been exposed during their formal educational experiences. These exercises related to numerical, communication, and manual-perceptual skills which are generally useful in the world of work. Another area was employment-seeking skills. The exercise related to this area dealt more directly with skills needed to obtain employment.

Numerical, Communication, and Manual-Perceptual Skills

Adult exercises in this area were designed to measure achievement in such skills as the following: (1) fill out a mail order form, (2) use sales tax tables, (3) calculate a finance charge, (4) read measuring instruments, (5) use a dictionary and a telephone book, (6) calculate area, and (7) use a map. The following results give a flavor of the results in these basic skills areas.

One of the numerical skills exercises (301032) focused on the skill of computing a finance charge:

> Suppose you purchased $200.00 worth of merchandise from a store on an installment plan. You are to make 24 monthly payments of $11.35 each. How much money in finance charges will you have paid at the end of two years? (Answer: $72.40)

Table 8 presents for results for this exercise. Approximately

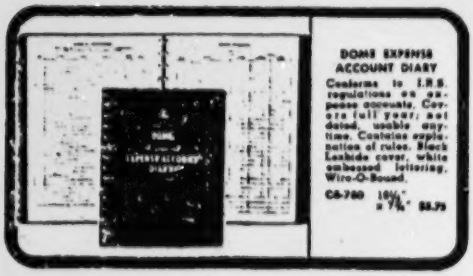
See Table 8, p.54

two thirds of the nation's Adults answered this problem successfully. Sub-group differences were as follows:

1. Adults with higher educational levels scored higher than Adults with lower educational levels.
2. Adults from higher family income levels scored higher than Adults from lower family income levels.
3. Adults from high metro communities scored higher than Adults from lower metro communities.
4. White Adults scored higher than black Adults.

One of the communication skills exercises (302005) assessed Adults' skill in filling out a mail order form.

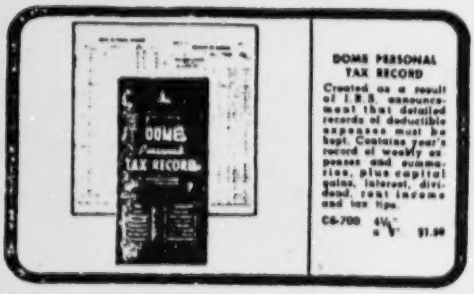
Sample Exercise and Selected Results: Filling Out a Mail Order Form



DOMS EXPENSE ACCOUNT DIARY

Conforms to I.R.S. regulations on expense accounts. Covers full year; not dated, usable anytime. Contains explanation of rules. Black Leatrite cover, white embossed lettering. Wire-O-Bound.

CS-780 10¼" x 7⅛" $5.75



DOMS PERSONAL TAX RECORD

Created as a result of I.R.S. announcement that detailed records of deductible expenses must be kept. Contains year's record of weekly expenses and summaries, plus capital gains, interest, dividend, rent income and tax tips.

CS-700 4¼" x 7" $1.99

DIXIE ADJUSTABLE DISPENSER

This stainless steel dispenser will work with 12 sizes of Dixie Cups, allowing you to switch sizes without purchasing a new dispenser. One screw-type adjustment is all that is necessary. A clear acetate window lets you see when the dispenser needs reloading. Comes with wall bracket and screws. Size 15⅞" long, 3-11/16" wide. fits the following Dixie Cups: #154, 7013, 7014, 7015, 4, 37, 44, 45, 47, 52, 56, CO5-01.

K3-DS-113 ..... $5.25

Fill out the order blank below to order one of each of the items pictured on the opposite page. Use the name of Pat Doe and the address of 100 Center Street, Atlanta, Georgia 30304.

HAYES DISTRIBUTING INC. 269 South Havana Denver, Colorado 80232

Date _____

Name _____

Address _____

City _____ State _____ Zip _____

CATALOG NUMBER	QUANTITY	DESCRIPTION	PRICE EACH	TOTAL AMOUNT

SHIPPING AND HANDLING CHARGES

$ .00 - $2.00 add $ .50 $4.01 - $6.00 add $ .75
$2.01 - $3.00 add $ .60 $6.01 - $8.00 add $ .95
$3.01 - $4.00 add $ .80 $8.01 - $10.00 add $1.10
Over $4.00 add $ .20

TOTAL

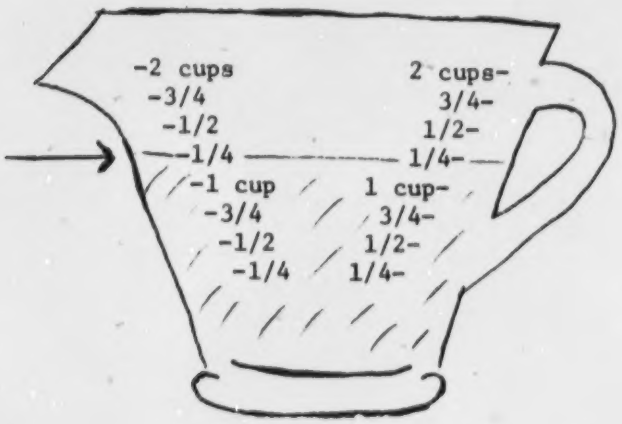
SHIPPING & HANDLING

TOTAL AMOUNT ENCLOSED

Table 9 presents the results for this exercise. As the table indicates, most Adults were able to successfully complete all parts of this exercise.

See Table 9, p.55

One of the manual-perceptual skills exercises (303011) assessed Adults' skills in reading a measuring instrument:



The measuring cup above is filled with water to the line marked by the arrow. How much water is in the measuring cup? (Answer: 1 1/4 cups)

In total, the Adult group scored well on this exercise (85%). However, as indicated by Table 10, there were marked differences among sub-groups.

See Table 10, p.56

1. Adults with higher educational levels scored higher than Adults with lower educational levels.
2. Adults from higher family income levels scored higher than Adults from lower family income levels.
3. Adults from high metro communities scored higher than Adults from low metro communities.

4. Whites scored higher than blacks.

Employment Seeking Skills

In addition to basic skills which Adults use on the job, another important set of skills are employment seeking skills which can be utilized to obtain employment. Exercise 306009 assessed Adults' skills in writing a job application letter:

Sample Exercise and National Results: Job Application Letter

Below are three ads from the Help Wanted section of a newspaper. Read all three ads and choose which job you would like best if you had to apply for one of them.

-Help Wanted-

OFFICE HELPER: experience in light typing and filing desirable but not necessary, must have 1 yr. high school math and be able to get along with people. $2.50/hr. to start. Start now. Good working conditions. Write to ACE Company, P. O. Box 100, Columbia, Texas 94082.

-Help Wanted-

SALESPERSON: some experience desirable but not necessary, must be willing to learn and be able to get along with people. $2.50/hr. to start. Job begins now. Write to ACE Shoestore, P. O. Box 100, Columbia, Texas 94082.

-Help Wanted-

APPRENTICE MECHANIC: some experience working on cars desirable but not necessary, must be willing to learn and be able to get along with people. $2.50/hr. to start. Job begins now. Write ACE Garage, P. O. Box 100, Columbia, Texas 94082.

Fill in the oval beside the ONE you choose.

On the next page, write a letter applying for the job that you chose. Write the letter as if you were actually trying to get the job. Use the name Dale Roberts.

Write your letter of application in the box on this page:

The results of this exercise were scored using two broad response categories. First, they were scored for format including the presence of an acceptable greeting, closing and signature, date, inside address, and return address. They were also scored for acceptable content including described qualifications acceptably, described job applied for, gave way of contacting, asked for interview, and gave references. Table 11 presents the results for the total group of Adults. As the table indicates there was considerable variation among

See Table 11, p.57

the sub-parts of the exercise. In general, Adults do not seem to be able to write a job application letter which contains all of the important elements.

SUMMARY

This section has presented the results of selected COD exercises for Adults. These exercises have been selected for presentation because they have particular relevance for understanding the needs of Adults for career development experiences as an on-going part of their continuing education program. Included are a description of the sub-objectives which were assessed, the nature of the exercises, the percentages of Adults who gave acceptable responses, and some of the major differences in response percentages for selected Adult sub-groups.

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TABLE 1

SUMMARY OF SIGNIFICANT DIFFERENCES BETWEEN SUB-GROUPS FOR RESPONSE CATEGORIES OF THINGS ADULTS ENJOY DOING, EXERCISE 101005

Response Category	Nat.	Region				Sex		Race		Parent Education	
		SE	West	Cent	NE	Male	Female	Black	White	No-HS	Post-HS
Games	1	1	1	1	1	1	1	4	0		
Group Sports	8	6	6	8	11*	11*	5*	9	8		
Individual Sports	29	29	30	31	25	40*	19*	14*	31*		
Musical-Artistic Activity	14	9*	15	15	14	10*	17*	13	13		
Hobbies & Crafts	7	6	7	9	7	8	6	4	8		
School or Academic Areas	3	3	2	3	5*	3	4	6	3*		
Household Skills	14	17	14	13	13	1*	27*	18	14		
Other Acceptable Responses	20	25*	21	17*	18	21	19	22	20		
Unacceptable Responses	3	3	2	3	3	4*	2*	7*	2*		

*In all table, indicate that the percentage for the sub-group is significantly different (differs by more than two standard errors from the total group) than the percentage for the total group.

TABLE 2

PERCENTAGES OF ADULTS RESPONDING IN RESPONSE CATEGORIES FOR EXPERIENCES WITH TESTS EXERCISE 101016

Category	Percentage of Total
Has never taken a test	37
Took test, but never discussed results	20
Took test, discussed results with guidance counselor	17
Took test, discussed results with other advisor	7
Took test, discussed results with person of uncertain qualifications	5
Took test, discussed results with military advisor	4
Took test, discussed results with a teacher	3
Took test, discussed results with a psychologist	1
Took test, discussed results with unqualified person	1
Does not know if he has taken a test	1
No response and/or does not know if he has discussed the results	4

TABLE 3

PERCENTAGES OF ADULTS GIVING CORRECT RESPONSE TO DUTIES OF AN AUTOMOBILE REPAIRMAN, EXERCISE 102013

Response Category	Nat.	Race		Income		Education		Community	
		Black	White	Under $5000	Over $15,000	No HS	Post HS	Lo Metro	Hi Metro
Automobile Repairman	94	89	95	90	96	83	95	86	97

TABLE 4

PERCENTAGES OF ADULTS GIVING CORRECT RESPONSE TO TRAINING REQUIRED FOR REGISTERED NURSE, EXERCISE 102023

Response Category	Nat.	Race		Income		Education		Community	
		Black	White	Under $5000	Over $15,00	No HS	Post HS	Lo Metro	High Metro
Registered Nurse	85	74	87	76	92	61	95	73	96

TABLE 5

PERCENTAGES OF ADULTS RESPONDING TO RESPONSE CATEGORIES OF THINGS TO THINK ABOUT WHEN CHOOSING A JOB, EXERCISE 104009

Response Category	Percentage of Total
Working conditions, mechanical aspects of job	90
Personal satisfaction, interests, desires or goals	71
Prestige, status, opportunity for advancement	50
Qualifications one has for job (training, experience, education)	45
Personal abilities or constraints (intelligence, personality, physical ability)	42
Availability (present and future) of the job	39
Responsibility and challenge of job	19

TABLE 6

PERCENTAGES OF ADULTS RESPONDING TO RESPONSE CATEGORIES OF REASONS FOR JOB SATISFACTION EXERCISE 104016

Other Occupations (80%)

Response Category	Percentage of Total
Ability to do the best you can/produce high-quality product	39
Interpersonal relations	22
Job is worthwhile	18
Pay	10
Specific duties	10

Housewives (19%)

Response Category	Percentage of Total
Sense of accomplishment	9
Take care of family	7
Time spent with family	6

TABLE 7

PERCENTAGE RESPONSES FOR PART A AND PART B OF QUESTION RELATING TO CONTINUING EDUCATION EXPERIENCES, EXERCISE 200012

Response Category	Percentage of Total
Have taken a continuing education course	55
Course which was taken helped in present or past work	43

TABLE 8

PERCENTAGES OF ADULTS GIVING CORRECT RESPONSE FOR EXERCISE ASSESSING SKILLS IN COMPUTING FINANCE CHARGES, EXERCISE 301032

Response Category	Nat.	Race		Income		Education		Community	
		Black	White	Under $5000	Over $15,000	No HS	Post HS	Lo Metro	Hi Metro
Correct Response	66	41	70	34	78	35	84	43	77

TABLE 9

PERCENTAGES OF ADULTS GIVING CORRECT RESPONSES FOR SUB-PARTS OF EXERCISE ASSESSING SKILL IN FILLING OUT A MAIL ORDER FORM, EXERCISE 302005

Response Category	Percentage
Date	90
Name	97
Address	96
Expense account diary	84
Personal tax record	83
Adjustable dispenser	83

TABLE 10

PERCENTAGES OF ADULTS GIVING CORRECT RESPONSE FOR EXERCISE ASSESSING SKILLS IN READING MEASUREMENT INSTRUMENT, EXERCISE 303011

Response Category	Nat.	Race		Income		Education		Community	
		Black	White	Under $5000	Over $15,000	No HS	Post HS	Lo Metro	Hi Metro
Correct Response	85	85	89	60	91	61	95	67	95

TABLE 11

PERCENTAGES OF ADULTS GIVING CORRECT RESPONSES FOR SUB-PARTS OF EXERCISE ASSESSING SKILL IN COMPLETING A JOB APPLICATION LETTER, EXERCISE 306009

Response Category	Percentage of Total
Greetings	88
Closings and signature	78
Date	40
Inside address	39
Return address	24
Described qualifications acceptably	90
Described job applied for	82
Gave way of contacting	42
Asked for interview	26
Gave references	14

FIGURE 1. National Assessment Geographic Regions

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